



# OUTCOME ASSESSMENT OF THE TIBETAN SCHOLARSHIP PROGRAM

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U.S. Department of State  
301 4th Street, S.W.  
Washington, D.C. 20520  
Contract No.: IA020C9234951**



**October 2004**

**SRI Project No: P11080.002**

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## Outcome Assessment of the Tibetan Scholarship Program

*"I think the TSP has been one of the most beneficial and successful programs for meeting the needs of the Tibetan Community in exile. ...This program has a long term impact over the history of Tibet, as it not only meets the current requirements of the society, but also the long-term goal of educating our younger generation, until we get back our country from Chinese occupation."*

Tibetan Scholarship Program Grantee

### Purpose of the Evaluation

The Office of Policy and Evaluation of the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) contracted with SRI International to conduct an outcome assessment of the Tibetan Scholarship Program (TSP). The TSP is a special earmark project under the Mutual Education and Cultural Exchange Act of 1961 (Fulbright-Hays Act) that provides grants to Tibetan refugee students and professionals to study at U.S. institutions of higher learning as professional certificate or Masters degree candidates. Like all programs that belong to the family of Fulbright Programs, the underlying goal of the Tibetan Scholarship Program is to foster mutual understanding. More importantly, however, the Tibetan Scholarship Program aims to strengthen the Tibetan refugee community by giving selected individuals new skills and professional knowledge that they can then use to directly assist their community.

The purpose of this evaluation is to determine if the program has been successful in meeting these goals. The assessment focuses on three main lines of inquiry:

- What did alumni learn -- both culturally and in their substantive fields?
- What was the professional impact of the program on individuals and how have they parlayed what they learned to the Tibetan Refugee Community?
- How did alumni themselves assess the program?

The assessment was carried out through interviews, focus groups, and a survey of alumni who participated in the program from its inception in 1988 to 2002. This evaluation not only documents the achievements of alumni and the contributions of the program experiences to their personal and professional lives and to the life of their community; it also makes note of suggestions made for enhancing the administration of the program.

## Overall Assessment

*Both during my stay in the United States and since my return to India, I have come to understand that the goal of increased mutual understanding between the peoples of the United States and other countries is a solid contribution of the program.*

This assessment finds that the Tibet Scholarship Program is achieving its overall goal of increasing mutual understanding under the Fulbright-Hays mandate, as well as the specific objectives of achieving cultural learning and generating positive personal and professional outcomes and linkages. According to both qualitative and quantitative information collected through several means from grantees, participation in the TSP has provided a highly beneficial educational and cultural experience that serves both the individuals who participated in the program, and the wider Tibetan Refugee Community. The program has thus accomplished what it sets out to do; it has provided

motivated young leaders with the opportunity to develop professional skills, acquire a new cultural perspective, and bring something back to their community.

Virtually all grantees surveyed found the experience to be valuable. The following table summarizes grantees' perceptions of the TSP program and their participation in it. The figures indicate the percentage of grantees who stated that they agree or agree somewhat with the selected statements posed to them. A set of tables providing results of survey responses is provided in Appendix A.

Outcome Perception	Percent
All in all, I found my Tibetan Scholarship experiences to be valuable.	<b>100</b>
I am better able to contribute to the political/social/economic development of the Tibetan community as a result of my Tibetan Scholarship experiences.	<b>96</b>
I have a better understanding of the principles and workings of a democracy as a result of my Tibetan Scholarship experiences.	<b>92</b>
My Tibetan Scholarship experiences led to a professional expertise I otherwise would not have developed.	<b>92</b>
I have a greater sense of social responsibility to my community as a result of my Tibetan Scholarship experiences.	<b>88</b>

## Program Description

In the spring of 1959, after being forced to flee Tibet, the Dalai Lama re-established the Tibetan Government in exile in northern India. The exiled government relocated to Dharamsala, India the following year, and was named the Central Tibetan Administration

(CTA) of His Holiness the Dalai Lama. The fundamental objective of the CTA has been to rehabilitate Tibetan refugees, estimated to number 140,000 in 2001. Education has been a top priority of CTA rehabilitation efforts.

The Tibet Scholarship Program is administered by the U.S. Department of State through a cooperative agreement with the Tibet Fund, a non-profit, New York-based educational and cultural institution created in 1981 by a small group of U.S. citizens and Tibetan immigrants living in the United States. The Tibet Fund's primary mission is to promote and preserve Tibetan culture and the well-being of the Tibetan refugee community.

The Tibetan Scholarship Program was inaugurated in 1988. Since that time, the Tibet Fund has received an annual grant of approximately \$500,000 from the U.S. Department of State to administer the program. The Tibet Fund itself contributes about \$110,000 each year to the TSP. The TSP has been managed by the Tibet Fund with support from the Department of State under the auspices of its Bureau of Educational and Cultural Affairs.

Since 1988, the TSP has supported more than 255 Tibetan students and professionals to receive higher education and professional training at U.S. universities. Tibetan refugees selected for this program typically live in India and Nepal, and most return to their refugee communities following their participation in the program. The program seeks to award around 70% of its scholarships for two-year degree candidates, with the remainder of scholarships for one-year certificate candidates.

### **Program Goals**

The unique objective of the TSP is to provide and enhance an administrative infrastructure for the Tibetan refugee community in India and Nepal by supporting and training a cadre of younger, mid-level leaders. The TSP is cross-disciplinary. It introduces grantees to current thought and American models in education, law, political science, public health, medicine, business administration, fields that have been deemed germane to the administration of a self-governing community.

The results analyzed in this assessment relate to both the general and specific goals of the TSP. The results are mapped to the two different goals: (1) cultural learning, and (2) personal and professional outcomes and linkages. In addition, grantees were asked to provide their perspectives on the TSP and its administration. The findings of this assessment in each of these areas are presented below.

### **Evaluation Methodology**

The SRI project team commenced the assessment by participating in a series of meetings with representatives of the Office of Policy and Evaluation and the Program Office of the Bureau of Educational and Cultural Affairs, as well as the Tibet Fund. The purpose of

these meetings was to gather relevant documents and data on the TSP, as well as to discuss issues related to the evaluation and to refine the methodology.

**Focus Groups.** SRI conducted a number of focus groups relatively early in the project not only to collect direct information on grantees' experiences and perceptions, but also to help in the design of structured survey questionnaires. An initial focus group of grantees located in the Washington, D.C. area was held to gain insights into a number of factors such as reasons why participants applied, activities they undertook during their grants, and ways in which their experiences have enabled them to enhance their contributions to the Tibetan community in exile.

Subsequently, a site visit was made to Dharamsala, India in conjunction with the annual conference of the Tibetan Fulbright Alumni Association. In addition to attending the conference sessions, the SRI team conducted a number of focus groups with participating alumni. One group consisted of current members of the Central Coordinating Committee of the Alumni Association. Another focus group was held at the Tibetan Children's Village school located just north of Dharamsala. The team also met with the High-Level Scholarship Committee (HLSC) in Dharamsala. This committee is responsible for the initial recruitment and vetting of applicants for the grants. Finally, the SRI study team also met with the Secretary of the Department of Education, the primary administrative unit within the Central Tibetan Administration responsible for program oversight and operations.

During SRI's meeting with the High-Level Selection Committee in Dharamsala, some concerns were voiced that the grantees' exposure to Western culture and values may be weakening traditional Tibetan cultural values among the community in exile. Concern was also expressed that the number of "non-returnees" is considerably higher than desirable, as is the number of former grantees who emigrate after completing two years of home residency and community service.

**TSP Survey.** Quantitative and qualitative data for this assessment were collected through a survey of alumni who participated in the TSP from its outset. The TSP Central Coordinating Committee and the Fulbright Alumni Association provided the SRI team with the most recent available contact information for all grantees. SRI also used Web searches, telephone calls and e-mail directories to find the current location of TSP alumni.

With inputs from initial interviews and focus groups, the SRI team designed an English language survey questionnaire that was pre-tested with a group of former grantees located in the Washington, D.C. area. Once the questionnaire was refined, the survey was administered primarily through e-mail and the Web, but also by regular mail. SRI took a full census approach for data collection in order to obtain as many responses as possible. The total population of grantees for the period covered by the assessment (1988-2002) was 255. After adjusting for deceased grantees and inadequate locator information, the final number of questionnaires distributed to grantees was 162. A total of 70 alumni responded, for a 43% response rate. This relatively low response rate is attributed to the

limited internet access and the unreliability of the postal and telephone services in India and Nepal, and was further exacerbated by the geographic diffusion of grantees.

**Profile of TSP Grantees.** Survey responses classified grantees by type and duration of the grant, employment, age and sex. Over half of respondents (54%) completed a master's degree, and 43% completed a one-year non-degree certificate course. The mean duration of grants was 19 months, with the largest percentages falling into the 24-month (32%) and 12-month (30%) periods of duration. More than half (52%) of participants were less than 35 years of age at the time of their grants. The majority of grantees responding to the survey were men, but this percentage declined consistently over time, from 89% in the late 1980s to 72% since 2000.

About half (51%) of the grantees worked for the CTA when they applied for their TSP grants. The next largest pre-grant employer was the Tibetan Children's Village (29%). At the time of the survey, having completed their grants, 61% worked at the CTA and 15% at the Tibetan Children's Village. Overall, 96% of grantees worked for the CTA, the Tibetan Children's Village, non-profit organizations or other CTA-sponsored/affiliated institution at the time they applied for their grants, and 89% worked for one of these organizations at the time of the survey.

## Program Findings

*I can't emphasize more how much this scholarship has opened my eyes to the world. By being physically present in the United States in an academic community and engaging in an especially diverse exchange of ideas, I have come to understand and appreciate other cultures better.*

The principal results sought by the Tibetan Scholarship Program fall into the categories of (1) cultural learning and (2) professional and personal outcomes and linkages. These results are the consequence of motivations of grantees and activities undertaken by Scholarship recipients. Accordingly, the SRI team sought information to indicate the reasons why grantees applied for and entered the program, what professional and personal activities they carried out during their grants, and what outcomes were attained as a result of their participation.

The findings of this assessment indicate that the alumni's goals for participating in the TSP track with the official goals of the program. The alumni do engage in the educational/professional and personal/cultural activities during the grant that give them new skills and perspectives that they subsequently use to better their personal and professional lives, and the lives of their community. These findings are based on the survey results, and the personal testimony provided by grantees, and is as presented below.



## Goal 1: Grant Activities Led to Cultural Learning about both the United States and Tibet.

*Being a student in development studies, I wanted to see and experience the other side of the story – one of the most industrialized and liberal societies.*

*I have traveled to many universities and schools around the United States and gave more than 100 lectures on the Tibet/China issue. In the process, I have met many interesting Americans, and learned a great deal about American culture.*

*I appreciate the openness of the U.S. society, so multicultural and diverse...I also appreciate the American people's friendliness, the always-ready-to-help attitude.*

*I was able to personally interact with Americans and create general awareness of Tibet's unique cultural heritage and also the current political situation under China.*

- **Motivations of grantees.** TSP alumni participated in the program because they wanted to gain an international perspective and to share Tibetan culture and institutions with people in the United States. Seventy-five percent and 72% identified these two reasons respectively as being “very important” factors in their decision to apply..
- **Activities undertaken.** Turning from goals to activities, all Tibetan grantees engaged in at least some form of media, community or social activities that provided opportunities for learning about American society, sharing ideas, and fostering greater mutual understanding. Over nine in ten watched local television news (97%) and read local newspapers (93%), and 86% visited Americans in their homes. Most grantees participated in social activities (71%), traveled for a weekend or longer with one or more Americans (62%), or attended concerts, plays or other cultural events (61%).
- Nearly three quarters of grantees gave talks about their country's culture (74%), and more than two fifths (43%) gave lessons or demonstrations of specific aspects of their country's culture, such as language, dance, cooking, etc. Nearly all participants interacted with other Tibetans living in the United States (96%), and most engaged in discussions with students from China (80%).
- **Outcomes attained.** According to grantees, their TSP activities yielded clear results in terms of increased cultural learning. Over two thirds of respondents stated that they have learned “a great deal” about the American way of life, and all respondents reported having learned at least something. For example, the vast majority reported having learned about important aspects of U.S. society as a result of their TSP experiences:
  - The U.S. culture or way of life (100%);
  - The U.S. economy (99%);
  - U.S. foreign policy and Tibet (97%);
  - The American political system (96%);
  - Americans' treatment of minorities (96%); and
  - The American educational system (94%).

## Goal 2: Personal and Professional Outcomes and Linkages were Attained.

*[I am] involved with doing research on socio-economic conditions inside Tibet. My two year experience in the United States has helped a lot.*

*I used my expertise to formulate and draft a five year educational infrastructure plan for schools under the administration of the Department of Education; I designed a staff development program and helped streamline the school and staff data base.*

*I organized a workshop on counseling skills for teachers.*

*While a student, I had the pleasure to serve as a member of the Coalition for School Improvement in western Massachusetts. In this capacity, I had a rare opportunity to observe and learn at close hand about the operation of the American school system.*

*I will use my development skills in agricultural work and sustainable energy use in the Tibetan community.*

- **Motivations of grantees.** TSP grantees have placed a high priority on their desire to attain education and training. The desire to learn new knowledge and skills was the most highly ranked reason for applying, rated as very important by 93% of grantees, and achieving a mean rating of 2.91 on a 3-point scale of importance (with 3.0 representing a unanimous rating of very important).
- **Activities undertaken.** Tibetan grantees engaged in a variety of professional and educational activities during their grants. The most common activity was improving computer skills, reported by 73% of grantees. Nearly one half (47%) completed their Master's degrees, and a considerable proportion enrolled in technical training/formal course work (41%), or observed operations at their host organizations (40%). A fourth or more of respondents stated that they worked on their Master's thesis (36%), took English language courses (30%), completed a formal certificate program (30%), or conducted research (29%).
- **Outcomes attained.** Nearly all TSP alumni (97%) have engaged in some form of educational or professional activity that made use of experiences and knowledge gained during their grants. Sharing with colleagues new knowledge gained during the program was the most common activity, reported by 70% of grantees. This is followed by activities incorporating aspects of the Fulbright experience into professional activities, and becoming a resource for colleagues, both reported by 62%.
- The TSP was perceived as having very positive effects on grantees' professional lives. All respondents reported that their experiences had (1) enhanced their ability to contribute to the Tibetan community, (2) contributed to greater insight into their field, and (3) enhanced their professional credentials. Moreover, the majority stated that the TSP experience had contributed to each of these outcomes "a great deal" (75%, 74% and 66%, respectively).
- Very few grantees (about 2%) reported that their grants had a negative overall effect on their careers. The clear majority (88%) said that their grants had helped their careers at least somewhat, and nearly half (47%) claimed that the grant helped their careers "a lot."

### Achievements of Individual Grantees

**Approximately one third of Tibetan grantees reported that they had received professional honors, awards or appointments that they could attribute, at least partially, to their Tibetan Scholarship experience. These include the following personal examples:**

- *I was elected president of our regional Tibetan Youth Congress.*
- *My hospital gave me a Public Health worker's job, and made me an educator of nurses.*
- *I was charged by the Tibetan Cabinet to take responsibility for introducing organic and sustainable agriculture to our 12 agricultural settlements in India.*
- *I received appreciative letters from the office of His Holiness the Dalai Lama for my contribution in video film making.*
- *I was appointed as a coordinator of the Program on Tibetan Development Studies.*

**Personal and Professional Linkages.** Exchange program outcomes are strengthened and multiplied if participants maintain personal and professional linkages forged during the period of their involvement. The majority of grantees found that many Americans were interested in learning about Tibet. Many grantees (79%) discovered that the differences between the Tibetan and American cultures were greater than they had expected, and 84% found that Americans were interested in learning about Tibet.

While on their scholarships, many grantees traveled with Americans, gave talks about Tibetan history, culture and current events, and even engaged in discussions with students from China. The latter could be of particular importance for mutual understanding between Chinese students and Tibetan refugees, since representatives from each group may well become an integral part of the future political infrastructure of their respective countries.

Since completing their grants, over nine in ten Tibetan grantees (91%) have had contact with someone they met in the United States during their grants. Many respondents noted multiple sets of ongoing contacts. About 27% maintained continued contact with more than five U.S. students, 35% with more than five social friends or acquaintances, and nearly half (49%) with more than five Tibetan émigrés. Seventeen percent reported continued contact with more than five U.S. faculty members that they had met during their grants, and a similar percentage (16%) said that continued contact with more than

five colleagues from countries other than the United States that they met during their grants.

While much of the continued contact was via e-mail (80% reported using this means of communication), 22% have been visited in their home countries by individuals they met in the United States, and 17% have revisited the United States.

Two thirds of Tibetan grantees said that they were members of the Tibetan Fulbright Alumni Association. Of those who are members, 87% reported attending a conference, 32% have helped organize Alumni Association events, and 26% have served on the Coordinating Committee. Other Alumni Association activities include serving as a resource on orientation sessions, recruiting new members, giving presentations at Association annual conferences, and assisting with the development of the Alumni Association Web site.

### **Grantees' Assessment of the Program**

*This is the only program that gives a real opportunity for the needy [Tibetan refugee] youngster to study in the United States, and it must be continued.*

*Thank you for the Tibetan Scholarship Program, and please do continue this program.*

The vast majority of Tibetan grantees reported positive impressions about the TSP program. More than nine in ten participants agreed at least somewhat that they generally felt welcomed and accepted by students and faculty at their host institutions (97%), and that they received sufficient professional support from the faculty and staff at their host institutions (93%). Criticism of the program dealt primarily with issues related to how the program is administered, the selection process, and the lack of choice regarding the university to be attended and the subjects studied by grantees.

**How the program is administered.** A number of administrative concerns and/or recommendations were voiced by participants. One issue raised was that TSP administrators were not sufficiently involved with the students once they were in the United States. A suggestion was made for more post-grant follow-up by the TSP and the Tibet Fund to assess grantees' experiences at U.S. universities and colleges. Another idea raised was that in addition to the three-day orientation, the TSP should monitor the progress of grantees during their courses of study in the United States, as well as after their return.

**The selection process.** Respondents raised several issues regarding selection. They suggested that the program should be an open competition for all Tibetans in exile, and selection should be based on qualifications and ability. It was also noted that the policy of reserving places for CTA officials should be abolished.

**Choice of university and study direction.** Of those who responded to the survey, 60% reported that the Tibet Fund selected their host institutions, and of those who chose their host institutions, only half received their first choice. Some viewed the lack of choice for both the university and the course of study as a negative factor. As a result, some recommended that applicants have total choice of university and subject selection. This could be accomplished by having the TSP prepare a short list of universities they feel are appropriate and feasible. In addition, the TSP should provide grantees with more information about the courses available at the various U.S. universities, perhaps through a Web site that offers information resources and links.

## Conclusions

*I think this scholarship opens many avenues for Tibetans to get exposed to the various cultures and broaden their frontiers of knowledge. It also contributes to increasing and improving the quality of human resources in the Tibetan government.*

*I was blessed to receive an opportunity to study in the United States. I request that the program coordinators please continue this scholarship for many years to come.*

*The TSP is a very valuable program gift from the American government.*

The personal comments of grantees revolve around several themes that fit the goal of the Fulbright-Hays Act – learning about the openness of American society, making others aware of the richness of the Tibetan culture and the plight of the Tibetan people, and, in a number of cases, developing greater mutual understanding with the Chinese students they met.

Virtually all participants declared that their Tibetan Scholarship experiences had been valuable. Professionally, grantees gained new skills through education and training, to the extent that most report that their participation in the TSP has helped their career. Personally, grantees gained new perspectives and cultural learning, which they also imparted to their fellow students and friends through a wide range of activities.

Almost all TSP alumni concluded that as a result of their experiences, they are better able to contribute to the political/social/economic development of the Tibetan community. Nine in ten grantees reported that their Tibetan Scholarship experiences led to a professional expertise they otherwise would not have developed. In addition, many grantees noted how they had grown professionally as a result of their participation, by broadening their perspective and increasing their self-confidence and open mindedness. The range of expertise acquired by the grantees on their fellowship program is impressive. The fact that 89% of them continue to work in some capacity in their community, and rely upon their newly acquired skills and perspectives to carry out their jobs, is testimony to the fact that giving individuals the opportunity to learn and develop new skills does directly contribute to the enhancement of the Tibetan refugee community infrastructure.

# **Appendix A**

## **Data Tables**

### **Tibetan Scholarship Program Grantee Survey**

**Table A-1**  
**Tibetan Scholarship Grantees' Likelihood**  
**of having Pursued Activities in the United States**  
**if they had Never Received the Tibetan Scholarship Grant**

	Percent				Mean Rating*
	Definitely not	Probably not	Probably yes	Definitely yes	
Likelihood of having visited the United States	6	24	65	6	2.70
Likelihood of having studied in the United States	23	48	25	4	2.09

\*Items were rated on a 4-point scale, with 1=definitely not, 2=probably not, 3=probably yes, and 4=definitely yes. The midpoint is 2.5.

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-2**  
**Participation in Orientation Activities in India Prior to Departure for the United States**

	Percent
Yes	91
No	9

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-3**  
**Value of Orientation Activities**

	Percent
Very helpful	40
Somewhat helpful	57
Not at all helpful	3

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-4**  
**Preparedness for Living or Studying in the United States**

	Percent
<b>Visiting the United States</b>	
Not at all prepared	19
Somewhat prepared	67
Well prepared	14
<b>Studying in the United States</b>	
Not at all prepared	10
Somewhat prepared	55
Well prepared	35

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-5**  
**Reasons for Applying for a Tibetan Scholarship Grant**

	Percent			Mean Rating*
	Not important/ Not applicable	Somewhat Important	Very Important	
Desire to learn new knowledge/skills	1	6	93	2.91
Desire to gain an international perspective	1	23	75	2.74
Desire to share Tibetan culture and institutions with people in the United States	0	28	72	2.72
Desire to learn first hand about the U.S. culture and people	3	30	67	2.64
Desire to experience a different culture/environment	1	35	63	2.62
Professional advancement/development	9	35	56	2.47
Prestige of a Tibetan Scholarship grant	11	32	58	2.47
Desire to obtain an advanced degree	19	18	63	2.43
Desire to improve their English language ability	14	39	46	2.32
Encouragement from their family	24	34	42	2.18
Opportunity for travel in the United States	18	52	30	2.12
Favorable reports from others who had prior Tibetan Scholarship experiences	29	36	35	2.06
Desire to change careers	48	22	31	1.83
Encouragement from their employer/home institution	43	35	22	1.78
Family connections in the United States	72	25	3	1.31
Other	29	24	47	2.18

\*Items were rated on a 3-point scale, with 1=not important/not applicable, 2=somewhat important, and 3=very important. The midpoint is 2.0.

Source: SRI International, Tibetan Scholarship Program Survey, 2003.



**Table A-6**  
**Grantee had Academic Advisor at the Host Institution**

	Percent
Yes	76
No	24

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-7**  
**Amount of Interaction with Academic Advisor**

	Percent
Less than 1 hour/week	35
1 to 5 hours/week	59
5 to 10 hours/week	6
10 or more hours/week	0

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-8**  
**Participation in Orientation Activities After Arriving in the United States**

	Percent
Yes	81
No	19

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-9**  
**Value of Orientation Activities**

	Percent
Very helpful	60
Somewhat helpful	38
Not at all helpful	2

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-10**  
**Professional/Educational Activities during the Grant**

	Percent
Improved their computer skills	73
Completed their master's degree	47
Enrolled in technical training/formal course work	41
Observed operations at other organizations, such as schools, agricultural stations, research institutions, etc.	40
Worked on their master's thesis	36
Took English language courses	30
Completed a formal certificate program	30
Conducted research	29
Served as a teaching/research assistant to a faculty member	14
Served on a student committee	11
Taught Tibetan language courses or tutorials	3
Other professional activities	14

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-11**  
**Community/Social Activities during the Grant**

	Percent
Watched local television news	97
Interacted with other Tibetans living in the United States	96
Read local newspapers	93
Visited Americans in their homes	86
Interacted with other Tibetan Scholarship grantees	80
Engaged in discussions with students from China	80
Gave talks about Tibetan history/culture/current events	74
Participated in social activities (other than sports)	71
Listened to local radio stations	64
Traveled for a weekend or longer with one or more Americans	62
Attended concerts, plays, or other cultural events	61
Gave lessons/demonstrations of specific aspects of Tibetan culture	43
Participated in sports	16
Other activities	16
At least one of the above	100

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-12**  
**Living Arrangements during the Grant**

	Percent
In a dormitory or other building that primarily housed students	69
With one or more Americans	22
With other Tibetans	21
Alone in a house or apartment	19
With other family members	6
Other living arrangement	4

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-13**  
**Participation in Tibet Fund Sponsored Activities during the Grant**

	Percent
No	72
Yes	28

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-14**  
**Value of Tibet Fund Activities**

	Percent
Very helpful	59
Somewhat helpful	41
Not at all helpful	0

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-15**  
**Computer Availability during the Grant**

	Percent
Grantee did not have a dedicated personal computer, but had sufficient access to computers	74
Grantee did not have sufficient access to computers	13
Grantee was able to take the computer home following the grant	12
Grantee was given a dedicated personal computer for use in the United States	6
Other	9

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-16**  
**Extent of New Knowledge Gained about the United States**  
**by Tibetan Scholarship Grantees during their Grants**

	Percent				Mean Rating*
	Little or Nothing	Some	A Moderate Amount	A Great Deal	
The U.S. culture or way of life	0	7	26	67	3.60
The U.S. educational system	6	8	24	62	3.42
The U.S. foreign policy and relations with Tibet	3	12	39	47	3.29
The U.S. political system	4	9	44	43	3.26
Americans' treatment of minorities	4	16	39	41	3.16
The U.S. economy	1	27	36	36	3.06
U.S. foreign policy and relations with other countries in general	6	26	41	27	2.90

\*Items were rated on a 4-point scale, with 1=little or nothing, 2=some, 3=a moderate amount, and 4=a great deal. The midpoint is 2.5.

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-17**  
**Tibetan Scholarship Grantees' Attitudes about their Grant Experiences**

	Percent				Mean Rating*
	Disagree	Disagree Somewhat	Agree Somewhat	Agree	
I generally felt welcomed and accepted by students and faculty at my host institution.	0	3	20	77	3.74
When I first arrived in the United States to begin my grant, someone greeted me and helped me settle in.	3	3	16	78	3.70
My employer/home institution was supportive of my grant	0	5	25	69	3.64
I received sufficient professional support from the faculty/professional staff at my host institution.	0	7	24	69	3.61
I felt that I was notified of the award in time to prepare adequately for departure.	3	6	23	69	3.57
I met people from all over the world.	4	3	30	63	3.51
People at my host institution invited me to their social activities.	9	6	19	66	3.43
I experienced relatively few difficulties in finding adequate living quarters.	6	16	15	63	3.34
My host institution was a good match with my needs and interests.	6	9	31	54	3.33
I received sufficient information on the logistics of traveling to the United States.	10	4	36	50	3.26
I found that many Americans were interested in learning about Tibet.	4	12	39	45	3.25
The differences between Tibetan culture and American culture were greater than I expected.	4	16	39	40	3.15
I was satisfied with the amount of the stipend.	10	10	46	34	3.03
I spent much of my free time with Tibetan friends/family.	21	26	38	15	2.47

\*Items were rated on a 4-point scale with 1=disagree, 2=disagree somewhat, 3=agree somewhat, and 4=agree. The midpoint is 2.5.

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-18**  
**Tibetan Scholarship Grantees' Contacts**  
**with Individuals from the United States**  
**Since Completing the Grant**

	Percent			
	None	1 or 2	3 to 5	More than 5
Tibetan émigrés to the United States	4	26	21	49
Other U.S. contacts	12	22	31	35
U.S. students	18	25	30	27
U.S. faculty	20	44	19	17
Students/faculty from countries other than the United States	29	29	25	16
Tibet Fund administrators/employees	34	45	11	9

Note: 95% of Tibetan Scholarship Grantees reported having had some contact with people they met in the United States since completing their grant.

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-19**  
**Degree of Continued Contact with People from the United States**

	Percent
Not at all	5
Some	46
A fair amount	41
A great deal	8

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-20**  
**Means of Continued Contact with People from the United States**

	Percent
E-mail	80
Telephone	22
Regular mail	22
Individuals from the U.S. visited grantee in grantee's home country	22
Grantee revisited the United States	17
Attendance at professional conferences, workshops, or other events	13

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-21**  
**Amount of Difficulty Grantees had in Finding a Job After the Grant**

	Percent
No difficulty	79
Some difficulty	8
A fair amount of difficulty	6
A great deal of difficulty	6

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-22**  
**Grantees' Years of Tibetan Community Service**

	Percent				Mean Number of
	1 to 5 Years	6 to 10 Years	11 to 15 Years	16 or more Years	Years
Before the Grant	30	22	19	28	11.03

  

	Percent				Mean Number of
	1 Year	2 to 4 Years	5 to 8 Years	9 or more Years	Years
After the Grant	20	28	28	23	5.16

Source: SRI International, Visiting Tibetan Scholarship Grantee Program Survey, 2003.

**Table A-23**  
**Educational/Professional Activities Since Completing the Grant**

	Percent
Shared new knowledge with colleagues	70
Incorporated the grant experience into professional activities	62
Became a resource for colleagues	62
Became more involved in Tibetan issues	49
Developed a new course	26
Changed teaching methods	26
Taught computer skills to colleagues/students	26
Changed career path	21
Pursued additional educational opportunities	18
Other	10
At least one of the above	97

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-24**  
**Tibetan Scholarship Grantees' Perceptions of the Tibetan Scholarship Experience in General**

	Percent				Mean Rating*
	Disagree	Disagree Somewhat	Agree Somewhat	Agree	
All in all, I found my Tibetan Scholarship experiences to be valuable.	0	0	9	91	3.91
I am proud to have been a Tibetan Scholarship grantee.	0	1	14	84	3.83
I am better able to contribute to the political/ social/economic development of the Tibetan community as a result of my Tibetan Scholarship experiences.	0	4	24	72	3.68
I have a greater sense of social responsibility to my community as a result of my Tibetan Scholarship experiences.	1	10	26	62	3.49
I have a better understanding of the principles and workings of a democracy as a result of my Tibetan Scholarship experiences.	3	4	43	49	3.39
My Tibetan Scholarship experiences led to a professional expertise I otherwise would not have developed.	3	4	43	49	3.39
My Tibetan Scholarship was a life-changing experience for me.	10	16	32	42	3.06
I am more likely to become promoted into a position of influence as a result of my Tibetan Scholarship experiences.	16	24	35	25	2.70
I have found it difficult to implement changes in the Tibetan community since completing my Tibetan Scholarship grant.	25	25	37	13	2.37

\*Items were rated on a 4-point scale, with 1=disagree, 2=disagree somewhat, 3=agree somewhat, and 4=agree. The midpoint is 2.5.

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-25**  
**Effect of the Tibetan Scholarship Experience on Tibetan Scholarship Grantees' Professional Lives**

	Percent				Mean Rating*
	Not at All	Some-what	Quite a Bit	A Great Deal	
Enhanced their ability to contribute to the Tibetan community	0	13	12	75	3.62
Contributed to greater insight into their professional field	0	14	12	74	3.61
Enhanced their professional credentials	0	18	16	66	3.48
Contributed to their subsequent educational achievements	5	14	17	65	3.42
Contributed to their subsequent career choices	11	21	23	45	3.02

\*Items were rated on a 4-point scale, with 1=not at all, 2=somewhat, 3=quite a bit, and 4=a great deal. The midpoint is 2.5.

Source: SRI International, Visiting Tibetan Scholarship Grantee Program Survey, 2003.

**Table A-26**  
**Effect of the Tibetan Scholarship Experience**  
**on Tibetan Scholarship Grantees' Careers**

	Percent					Mean Rating*
	Hurt a Lot	Hurt Somewhat	No Effect	Helped Somewhat	Helped a Lot	
Helped their career	0	2	11	41	47	4.33
Helped the way other Tibetans interact with and react to them	0	3	13	49	35	4.16
Helped their ability to get the jobs of their choice	0	3	32	32	33	3.95
Helped their ability to get promotions	0	2	39	38	21	3.79

\*Items were rated on a 5-point scale, with 1=hurt a lot, 2=hurt somewhat, 3=no effect, 4=helped somewhat, and 5=helped a lot. The midpoint is 3.0.

Source: SRI International, Visiting Tibetan Scholarship Grantee Program Survey, 2003.

**Table A-27**  
**Recommendations to Friends or Colleagues**

	Percent	
	Yes	No
That they apply for a Tibetan Scholarship Grant	97	3
That they participate in international exchange programs in general	89	11

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-28**  
**Member of Tibetan Fulbright Alumni Association**

	Percent
Yes	67
No	33

Source: SRI International, Tibetan Scholarship Program Survey, 2003.



**Table A-29**  
**Participation in Alumni Association Activities Since Completing the Grant**

	Percent
Attended an annual conference	87
Helped organize Alumni Association events	32
Served on the Coordinating Committee	26
Served as resource in an orientation session	21
Assisted in recruiting new members	21
Gave a presentation at annual conference	18
Assisted with the development of the Alumni Association Web site	11
Other	11

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-30**  
**Tibetan Scholarship Grantees' Current Job Focus**

	Percent				Mean Rating*
	Not at All	Some-what	Quite a Bit	A Great Deal	
Extent to which their current job involves government	19	17	6	59	3.06
Extent to which their current job involves cultural affairs	17	19	23	40	2.87
Extent to which their current job involves information technology	23	27	25	25	2.52
Extent to which their current job involves teaching	38	15	13	34	2.43
Extent to which their current job involves education administration	40	13	11	36	2.43
Extent to which their current job involves business management/administration	42	12	19	28	2.33
Extent to which their current job involves health	44	11	20	24	2.24
Extent to which their current job involves career/education counseling	43	16	16	25	2.23
Extent to which their current job involves economics	43	14	19	24	2.24

\*Items were rated on a 4-point scale, with 1=not at all, 2=somewhat, 3=quite a bit, and 4=a great deal. The midpoint is 2.5.

Source: SRI International, Visiting Tibetan Scholarship Grantee Program Survey, 2003.

**Table A-31**  
**Profile of Tibetan Scholarship Grantees, 1988-2002**

	Percent
<b>Type of Grant</b>	
Two-year Master's degree	54
One-year non-degree course	43
Less than 6-month short-term scholarship	3
<b>Duration of Grant (including extensions)</b>	
Less than 12 months	17
12 months	30
13-23 months	10
24 months	32
More than 24 months	10
<b>Extended their Stay in the United States beyond the Grant duration (including extensions)</b>	
Yes	26
No	74
<b>Duration of Total Stay in the United States</b>	
Less than 12 months	7
12 months	20
13-23 months	20
24 months	13
More than 24 months	40
<b>Age at Time of Grant</b>	
20 to 29	31
30 to 34	21
35 to 39	23
40 or older	24
<b>Sex</b>	
Male	75
Female	25

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

**Table A-32**  
**Employment Profile of Tibetan Scholarship Grantees, 1988-2002**

	Percent
<b>Employment Status at Time of Application</b>	
Employed	93
Not employed	7
<b>Type of Employer Organization at Time of Application</b>	
CTA	51
Tibetan Children Village School	29
Non-profit organization	10
Other CTA-sponsored/ affiliated institution	6
Higher education institution	2
Private sector for-profit organization	2
Other	2
<b>Current Employment Status</b>	
Employed	93
Not employed	7
<b>Type of Employer Organization after Completing the Grant</b>	
CTA	61
Tibetan Children Village School	15
Non-profit organization	8
Other CTA-sponsored/affiliated institution	5
Higher education institution	2
Other	6
Does not apply; did not look for/find a job	3

Source: SRI International, Tibetan Scholarship Program Survey, 2003.